

ART CURRICULUM

PROGRESSION OVERVIEW

Depending on how far pupils want to take **Art & Design** after leaving school, each course offers students a range of options that build on those experiences gained in **Key Stage 3**, giving them an excellent foundation to take them forward into a range of future options and courses.

Both courses rely on students ability to follow the basic principles of **RECORD, DEVELOP, REFINE & PRESENT**.

This can be elaborated on further by using the GCSE assessment objectives which summarise the goals perfectly. [These are very similar for the BTEC

- **Develop ideas through investigations, demonstrating critical understanding of sources.**
- **Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.**
- **Record ideas, observations and insights relevant to intentions as work progresses.**
- **Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.**



For more course information – please scan the QR code



GCSE FINE ART CURRICULUM PROGRESSION OVERVIEW

During the duration of the course students will be directed / guided through internally set units and one externally set one. The coursework contributes to 60% of the final grade and the externally set task 40%. This final unit culminates in a 10-hour practical exam where they can really showcase the skills and knowledge they have acquired during the course.

There will also be opportunities to visit places of interest to allow them to broaden artistic experience and understanding of the creative world.

	Coursework Unit 1	Coursework Unit 2	Exam Unit
Topic	Observation	Portrait	Externally Set Choice
Core Knowledge/	Pupils to explore natural forms, both from primary and secondary sources. To produce a range of responses linked to the theme with differing media. To work on a small- and large-scale gaining confidence with skills and improving levels of attainment.	Create a range of observational studies using a range of media, culminating in several responses to the theme PORTRAITS. To develop and improve observational skills and use of media by observing, planning, sketching, painting, printing, refining and interpreting	Externally set task set by the board, but allows students to use previously learned processes to work with more independence and choice.
Why this learning now?	This is the first project of the course and is designed to enhance pupils' development of skills, giving them a confident start to the forming of their portfolio.	To develop and improve observational skills and use of media, as well as an understanding of covering all AOs thoroughly.	This hopefully celebrates and builds on all that has been developed during the coursework units.
Assessment Opportunities:	<p>In line with school policy students' work will be assessed;</p> <ul style="list-style-type: none"> • Regular feedback using the departmental assessment booklets. • 1to1 assessment on a lesson by lesson schedule. Students given guidance all the time – verbal. <p>Students work needs to reference the assessment objectives:</p> <p>AO1: Develop ideas through investigations, demonstrating critical understanding of sources. AO2: Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.</p>		

	<p>AO3: Record ideas, observations and insights relevant to intentions as work progresses.</p> <p>AO4: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.</p>
Learning at Home	For all units, work at home will consist of a continuation of the work being done in class – it may be research, working on targets, design ideas or finishing off tasks. Opportunities exist for all students to come up to the art rooms after school as use the facilities if this is a better option.
Key Vocabulary	LINE – TONE – TEXTURE – SHAPE – COLOUR – SPACE – FORM – PATTERN – DEVELOP – REFINE – RECORD – PRESENT – INDEPENDENT – HIGHLY DEVELOPED – CONSISTENCY - ORIGINAL

BTEC ART & DESIGN CURRICULUM PROGRESSION OVERVIEW

The BTEC Level 1/Level 2 Tech Award in Art and Design Practice is a fantastic vocational course that gives students the knowledge and skills through processes in investigating, exploring and creating art and design work as part of their learning.

The course consists of **three** projects which allow them to develop, practice and hone their creative art and design and research skills. These units are set in school and are based around scenarios that require a response to the brief. These are all assessed internally.

In Year 11 there are **two externally set terminal assessment tasks** which tests students on areas that have been covered in previous units. These are **both assessed internally and externally**.

All the units are completed in a practical environment, alongside a digital portfolio, and they are expected to produce work independently as part of their home learning opportunities.

The qualification enables students to develop skills across a range of art and design practices using a combination of practical exploration, experimentation and realistic vocational contexts.

Students will develop personal skills, such as managing creative projects, documenting progress of skills and work, responding to briefs and presenting work through a practical and skills-based approach to learning and assessment.

The qualification will broaden students experience and understanding of the varied progression opportunities available to them.

	Unit 1	Unit 2	Unit 3	Unit 4
Topic	The Bistro	3D Sculpture	Architecture	2 X Exam Units – Externally Set
Core Knowledge/	Use specialist materials, techniques, equipment and processes in response to client briefs Record formal elements within specialist pathways.	Explore 3D visual language and working practices Investigate how artists, craftspeople and designers communicate in 3D Communicate ideas using 3D knowledge and skills in response to a brief	Explore 2D visual language and working practices Investigate how artists, craftspeople and designers communicate in 2D Communicate ideas using 2D knowledge and skills in response to a brief.	Develop creative ideas, skills and intentions in response to a project brief. Produce final outcomes that meet the requirements of the brief.

Why this learning now?	<p>This introduces pupils to using specialist materials, techniques, equipment and processes in response to client briefs as well as recording formal elements within specialist pathways.</p>	<p>This unit develops pupils' abilities to:</p> <ul style="list-style-type: none"> • explore 3D visual language and working practices • investigate how artists, craftspeople and designers communicate in 3D • communicate ideas using 3D knowledge and skills in response to a brief 	<p>This unit develops pupils' abilities to:</p> <ul style="list-style-type: none"> • explore 2D visual language and working practices • investigate how artists, craftspeople and designers communicate in 2D • communicate ideas using 2D knowledge and skills in response to a brief. 	<p>This unit develops pupils' abilities to:</p> <ul style="list-style-type: none"> • develop creative ideas, skills and intentions in response to a project brief • produce final outcomes that meet the requirements of the brief. <p>These 2 units are externally set and constitute the full marks for the qualification – they are weighted 60/40.</p>
Assessment Opportunities:	<p>In line with school policy students' work will be assessed;</p> <ul style="list-style-type: none"> • Regular feedback using the departmental assessment booklets. • 1to1 assessment on a lesson by lesson schedule. Students given guidance all the time – verbal. <p>Students work needs to reference the assessment objectives that all vary between the four units but are highlighted in the learning criteria.</p>			
Learning at Home	<p>For all units, work at home will consist of a continuation of the work being done in class – it may be research, working on targets, design ideas or finishing off tasks. Opportunities exist for all students to come up to the art rooms after school as use the facilities if this is a better option.</p>			
Key Vocabulary	<p>LINE – TONE – TEXTURE – SHAPE – COLOUR – SPACE – FORM – PATTERN – DEVELOP – REFINE – RECORD – PRESENT – INDEPENDENT – HIGHLY DEVELOPED – CONSISTENCY - ORIGINAL</p>			

Spiritual, Moral, Social and Cultural in ART

Spiritual, Moral, Social and Cultural concepts covered

In Art:

- We encourage students to analyse, engage with and question their own and others work.
- We encourage students to identify how beliefs, values and meanings are expressed and shared through art.
- We encourage students to express themselves through their art, supported by research into the wider world around them.

In Art the four strains of SMSC are covered by:

Spiritual - The process of creative thinking and innovation inspires students to bring out undiscovered talents, which in turn breeds a self-confidence and belief in their abilities. It also challenges and appeals to the creative instincts that teach students to discover, adapt and overcome.

We encourage students to:

- ask questions about art and communicate their ideas and feelings
- investigate visual and tactile sensory qualities of their own work and that of others
- think independently about how to develop and express their ideas in an appropriate manner
- build confidence through the progression of skills
- develop individuality that is purposeful and meaningful
- explore their own ideas and promote self-identity
- reflect on their work through self-evaluation
- experiment and trust in their own ideas
- use different resources and equipment to develop creative responses and express personal opinions

Moral - Develop a sense of 'moral conscience' in our students, through focusing upon the moral dilemmas raised through art and the art community.

We encourage students to:

- look at art work/paintings that pose a moral question.
- begin to learn how to "read" and understand a piece of art in order to relate to a concept/idea within the piece that conveys a meaning.
- give an opinion of the work of others with a justification for their view.

Social - We teach the concept of self-regulation to ensure that students accept responsibility for their behaviour and the safety of others. We place an emphasis on developing the ability to work with others and to accept each other's personality. We encourage effective conversations about the work we do through self & peer evaluation, and to give and accept constructive criticism to improve.

We encourage students to:

- be given opportunities to work independently and collaboratively to develop art work.
- discuss a range of artists and their work, encouraging and developing communication skills.

Cultural - We aim to expand student's knowledge of other cultures influences on art and the world around them. Exploring different contextual themes and recognising the global make-up of the art world both past and present, including the impact this can have on countries.

We encourage students to:

- develop knowledge & understanding of artists' ideas and concepts, identifying how meanings are conveyed.
- look at work from a variety of cultures, beliefs and religions.
- study pieces of art linked to British Values/Diversity.

Careers in ART

Links to careers and the world of work

Not many people know it, but outside the money industry, the arts are the next biggest industry.

Whether you're designing ships as a naval architect or creating cutting edge art as a fine artist, the one thing that all jobs in this family have in common is creativity. So, if you're an ideas person and you like creating things that are useful and visually appealing, look at some of these jobs.



Animator, Antique dealer, Architect, Architectural technician, Art editor, Art gallery curator, Arts administrator, Art Therapist, Art valuer, Blacksmith, Body piercer, Bookbinder/Print finisher, Cabinet maker, CAD technician, Cake decorator, Ceramics designer/maker, Clothing alteration hand, Community arts worker, Conservator, Costume designer, Dressmaker, Ergonomist, Exhibition designer, Fashion design assistant, Fashion designer, Fine artist, Florist, Footwear designer, French polisher, Furniture designer, Furniture restorer, Glass engraver, Glassmaker, Graphic designer, Hat design/milliner, Illustrator, Interior designer, Jewellery designer/maker, Landscape architect, Leather craft worker, Machine printer, Make-up artist, Medical illustrator, Model maker, Museum assistant, Museum Curator, Musical instrument maker/repairer, Naval architect, Pattern cutter, Pattern grader, Photographer, Photographic stylist, Photographic technician, Picture framer, Pre-press operator, Printing administrator, Product designer, Prop maker, Reprographic assistant, Sample machinist, Set designer, Sewing machinist, Sign writer, Stonemason, Tailor, Tattooist, Textile designer, Textiles production manager, Upholsterer, Visual merchandiser, Web designer, Web engineer

And many more!!